

# Texas Education Agency Standard Application System (SAS)

## 2017–2018 Perkins Reserve Grant

<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>            TEXAS EDUCATION AGENCY            DOCUMENT CONTROL CENTER            ADMINISTRATION            OCT 18 AM 11:26            Place date stamp here         </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> (512) 936-6060	

### Schedule #1—General Information

<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
Gatesville ISD	050-902			
Vendor ID #	ESC Region #			
	12			
Mailing address	City	State	ZIP Code	
311 S. Lovers Lane	Gatesville	TX	76528	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Shane	D	Webb	Executive Director of Secondary Curriculum	
Telephone #	Email address		FAX #	
254-865-7251	<a href="mailto:swebb@gatesvilleisd.org">swebb@gatesvilleisd.org</a>		254-865-2279	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Marsha		Worthington	Asst. Superintendent	
Telephone #	Email address		FAX #	
254-865-7251	<a href="mailto:mworthington@gatesvilleisd.org">mworthington@gatesvilleisd.org</a>		254-865-2279	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Eric		Penrod	Superintendent
Telephone #		Email address	FAX #
254-865-7251		<a href="mailto:epenrod@gatesvilleisd.org">epenrod@gatesvilleisd.org</a>	254-865-2279
Signature (blue ink preferred)		Date signed	


10/13/17

Only the legally responsible party may sign this application

701-17-103-043

**Schedule #1—General Information**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Click and type here to enter response.

Gatesville ISD has made it a priority to enhance existing career pathways as well as adding new career pathway programs. Many of our career clusters are working out of shops that have not been renovated in over 50 years. The equipment that many of our CTE programs are using is well over 20 years old and do not meet industry standards.

Over the past two years Gatesville ISD has aligned all career clusters in which most all students are enrolled in a coherent sequence of courses that end in a Practicum class with an industry certification.

In 2016 Gatesville ISD upgraded the Automotive Technology with some new industry standard equipment. In 2017 we really started prioritizing all of our CTE programs. This past summer we completed a total overhaul of our Manufacturing/Welding facilities. The manufacturing shop received a complete facelift and industry standard equipment was purchased to create a state of the art facility.

Gatesville ISD has created a five year obsolescence plan to review each program routinely to evaluate the needs of each career cluster.

During the 2017 – 2018 school year Gatesville ISD along with our DEIC and local workforce leaders identified two career clusters needing vast improvements. These clusters are Architecture & Construction and Animal Science. When reviewing these clusters, they realized much of the resources and equipment used were well out of date and nowhere close to industry standard. Much of the equipment students are using is well over 20 years old or not available to meet the standards of industry.

Beginning with the 2017 – 2018 school year, Gatesville High School has added two new career clusters that have been identified as a need in the State of Texas. Gatesville ISD has added an Engineering and a Health Science Technology career cluster. It was recommended through the Gatesville ISD Education Improvement Committee that was represented by parents, educators, community members, and local workforce leaders to add these career clusters. These clusters will continue to grow each year and will offer a rigorous curriculum to prepare students for industry certification and the workplace. Building new pathways always requires industry standard equipment and resources.

Gatesville ISD is applying for this grant in order to give students access to the latest technology, labor market and career information, and innovative practices in acquiring academic skills, technical skills, and knowledge needed to be successful in these career clusters.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

These are the sequence of courses in career clusters that are aligned with high demand occupations identified by the Gatesville area workforce leaders.

**Architecture & Construction - Certifications: OSHA Safety Certification, National Center for Construction Education Research (NCCER)**

Principles of Construction	Construction Technology I	Construction Technology II	Practicum in Construction Technology	
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**Animal Science - Certifications: Fundamentals of Animal Sci, Meat Eval., Prin of Livestock Selection & Evaluation, Certified Veterinary Assistant**

Principles of Ag	Small Animal Mgmt. ½ Equine Science ½	Vet. Med. Applications Livestock Production	Practicum in Ag Advanced Animal Science	
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**Science, Technology, Engineering & Mathematics - Certifications: Certified SOLIDWORKS Associate**

Principles of Applied Engineering	Robotics	Engineering Design & Presentation	Engineering Design & Problem Solving Practicum in STEM	
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**Health Science Technology - Certifications: Certified Nurse Aide, Pharmacy Tech, Phlebotomy Tech**

Principles of Health Science	Medical Terminology	Health Science Theory Pharmacology	Practicum in Health Science Health Science Theory & Health Science Clinical	
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By TEA staff person:



**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$31,850	\$0	\$0	\$31,850
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$43,150	\$0	\$0	\$43,150
Grand total of budgeted costs (add all entries in each column):			<b>\$75,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$75,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .00
Multiply and round down to the nearest whole dollar. Enter the result.	\$0
This is the maximum amount allowable for administrative costs, including indirect costs:	

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By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
<b>Program Management and Administration</b>					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
<b>Auxiliary</b>					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title	0	0	\$0	\$0
22	Title	0	0	\$0	\$0
23	Title	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$0	\$0
26	6119 Professional staff extra-duty pay			\$0	\$0
27	6121 Support staff extra-duty pay			\$0	\$0
28	6140 Employee benefits			\$0	\$0
29	61XX Tuition remission (IHEs only)			\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$0</b>	<b>0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$0	\$0
2		\$0	\$0
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
<b>b. Subtotal of professional and contracted services:</b>		<b>\$0</b>	<b>\$0</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 050-902		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$31,850	\$31,850
<b>Grand total:</b>		<b>\$31,850</b>	<b>\$31,850</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 050-902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$0
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 050-902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	\$0
<b>66XX—Computing Devices, capitalized</b>					
2	Chromebooks to be used for ICEV curriculum	75	\$294	\$11,000	\$11,000
3			\$	\$	\$
<b>66XX—Software, capitalized</b>					
4		0	\$0	\$0	\$0
<b>66XX—Equipment, furniture, or vehicles</b>					
5	Flat Screen TV's	2	\$700	\$700	\$700
6	29" Norwood Sawmill	1	\$10,000	\$5,000	\$5,000
7	Rollaway Toolbox	1	\$500	\$250	\$250
8	Jet 18" Bandsaw	1	\$2,300	\$1,150	\$1,150
9	Saw Stop Industrial Table Saw	1	\$4,000	\$2,000	\$2,000
10	Dewalt 20" Scroll Saw w/ electric brake	6	\$500	\$1,500	\$1,500
11	Powermatic 20" Planer 5Hp	1	\$4,400	\$2,200	\$2,200
12	Powermatic Lathe	1	\$7,700	\$3,350	\$3,350
13	Powermatic Drill Press	1	\$1,450	\$725	\$725
14	Laguna 5Hp dust collector	1	\$3,600	\$1,800	\$1,800
15	Sjobergs Scandi Plus Workbench Cabinet	6	\$1,550	\$4,650	\$4,650
16	3D Printer	1	\$3,300	\$1,650	\$1,650
17	Electric Hospital Bed	3	\$2,250	\$3,375	\$3,375
18	Nursing Kelly 300-20050	1	\$2,000	\$1,000	\$1,000
19	Nursing Anne	1	\$2,000	\$1,000	\$1,000
20	Mobile Blood Pressure Cuff	1	\$950	\$475	\$475
21	Welch Allyn Integrated Wall System	2	\$1,525	\$1,525	\$1,525
22	5 Drawer Procedure Carts	2	\$1,050	\$1,050	\$1,050
23	Linen Cart	1	\$700	\$350	\$350
24	Microscopes	10	\$420	\$2,100	\$2,100
25	Indeco 1200 series table	15	\$240	\$1,800	\$1,800
26	Uniflex Chair 7100	30	\$60	\$900	\$900
27	Exam Tables	2	\$1,800	\$1,800	\$1,800
28	Bathing Tubs for animals	2	\$1,800	\$1,800	\$1,800
29	Washer for animal bedding	1	\$1,000	\$500	\$500
30	Dryer for animal bedding	1	\$1,000	\$500	\$500
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
				\$	\$
<b>Grand total:</b>				<b>\$43,150</b>	<b>\$43,150</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	500	51%	
Limited English proficient (LEP)	NA	<1%	GISD has a very small number of LEP students. Less than 1%
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	3	100%	
6-10 Years Exp.		%	
11-20 Years Exp.	1	100%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									200	225	225	175	150	975

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1	1	1	4

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

GISD Career Technical Education  
Needs Assessment

Teacher: \_\_\_\_\_

Campus: \_\_\_\_\_

Career Technical Education Program Area: \_\_\_\_\_

The Needs Assessment is a valuable tool used to plan for the upcoming school year. The tables listed below represent categories by which funding is provided. It is important that each category that is applicable to your program be completed in detail. Listing your item(s) does not guarantee that it will be purchased but it will assist in the identification of items needed to provide a quality Career Technical Education program. Please do not include consumables such as toner, paper, etc. NOTE: This is not a purchase requisition.

A. Textbooks classroom sets should be included in this section.

B. Non-Consumables include software, technology equipment ( do not include student computers), and capital outlay(Capital Outlay is defined as a single item that cost more than \$5,000). Include resources for licensures and certifications, furniture, annual maintenance fees such as chemical disposals or facility inspections. Quotes are required on all items in this section except if specified otherwise. Number by Priority IDENTIFY FUNDING USAGE BY NUMBER(REFER TO TABLE PROVIDED ON SECOND PAGE) IDENTIFY WHERE ON YOUR CURRICULUM MAP YOU HAVE LISTED THE UTILIZATION OF ITEM SUCH AS COURSE TIME ETC Item(s) Cost Per Item ISBN No. CTE COURSE Description Number of Books Cost(quote must be included)

C. Training for Staff Development (Include Summer State Conferences, Region I, or Industry Related training). Listing the training does not guarantee that the training or conference will be approved. It is highly recommended that CTE Staff attend at least one industry based training at least once every two years for the exception of Business Teachers. Business Teachers will be asked to attend at least one summer conference every three years. NAME OF TRAINING PURPOSE(ALIGN TO CTE TEKS ) LOCATION CODE FUNDING REQUIRED USE (REFER TO TABLE PROVIDED BELOW)

The needs assessment process collects input from all stakeholders in the community and then with the community partners and GISD prioritizes those needs together. Gatesville High School will be served by this grant. GHS was selected because this is the only high school in the Gatesville community.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Providing students with industry standard equipment that they will use in their career field.	Students enrolled in CTE courses are significantly more likely to develop problemsolving, project completion, research, communication, time management and critical thinking skills during high school. Using equipment students will see in the field is crucial to developing these skills.
2.	Student earning industry certifications in order to gain employment after high school	Almost 1/3 of CTE students have the opportunity to earn college credit and/or an industry certification through CTE. Postsecondary CTE concentrators earn significantly more than those who majored in academic fields, particularly when employed in an industry related to their program of study.
3.	Improving student achievement and dropout prevention through real-world learning opportunities	Eighty one percent of high school dropouts say relevant, real-world learning opportunities, like CTE, would have kept them in school.
4.		
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director of Secondary Curriculum	Former high school principal and qualifications related to the position
2.	Chief Financial Officer	Certifications and qualifications related to the position
3.	Assistant Superintendent of Academics	Doctorate and qualifications related to the position
4.	High School Principal	Doctorate and qualifications related to the position
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase needed equipment and resources	1. Engineering resources & equipment	11/30/2017	05/31/2018
		2. Animal Science resources & equipment	11/30/2017	05/31/2018
		3. Architecture & Construction resources & equipment	11/30/2017	05/31/2018
		4. Health Science resources & equipment	11/30/2017	05/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

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**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Implement change through the District School Improvement Model (triangle)

1) Design a process that answers the questions of –why, what, where, and how to achieve high learner outcomes

2) Establish a culture that creates and maintains the need for growth exhibited by:

- a) Leadership, staff, students, and stakeholders articulate the reasons for growth and describing the vision of school improvement
- b) Leadership and staff demonstrate a 21st century change culture of growth for high expectations that embraces rigor, relevance, and relationships for all students
- c) Staff and stakeholders take ownership of the improvement plan with clear goals and objectives
- d) Leadership focus on sustaining momentum for growth and on reducing resistance to growth

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Academic Achievement	1.	Graduation Rate
		2.	High School participation rate
		3.	Daily Attendance Rate
2.	Post-Secondary Readiness	1.	Transition to post-secondary education
		2.	Transition to military
		3.	Transition to high skill, high wage, high demand employment
3.	Skill Attainment	1.	Industry recognized certifications earned
		2.	Coherent sequence completion rates
		3.	Retention rates
4.	Serving Special Populations	1.	Coherent sequence completion rates
		2.	Non-traditional student participation
		3.	Retention rates
5.	Teacher Effectiveness	1.	Hold valid teacher certification
		2.	Attendance at professional development designed to support special populations
		3.	Teacher retention rates

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data that are included in the evaluation design will be ongoing and meticulous. The primary goal of the process is to ensure all data collected is valid and reliable. The Gatesville Independent School District public education information management system (PEIMS) will serve as the primary source for data collection. Program level data including graduation rates, participation rates, retention rates, coherent sequence completion rates, and special populations served can be pulled from PEIMS.

This data will be evaluated to identify problems with project delivery. School administrators will work with teachers to identify methods to correct problems that are identified.

Gatesville ISD currently has 30 students placed in a practicum setting with the goal of increasing this number yearly. The district has established 10+ partnerships with businesses in the community and that number continues to grow.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Click and type here to enter response.

Gatesville ISD has identified in partnership with the DEIC and local workforce leaders and is focusing on four programs (Architecture & Construction, Animal Science, Engineering, Health Science Technology) in 2017-2018 that rank in the top 25 of occupations earning above the median wage of \$34,550 in the Central Texas Region according to [www.texascareercheck.com](http://www.texascareercheck.com). Carpenters rank 9<sup>th</sup>, First Line Supervisors of Construction Trades rank 13<sup>th</sup>, and Construction Managers rank 22<sup>nd</sup> in the Central Texas Region. The Gatesville Community has many opportunities for students to gain employment in the Construction industry. Farmers, ranchers, and other agricultural managers rank 4<sup>th</sup> in the Central Texas Region. Many of GISD's students and their families currently work in this industry. We also have several veterinary clinics in the area where students can gain real-world experiences. Civil Engineers rank 25<sup>th</sup> in the Central Texas Region. Gatesville ISD believes this is an important area to offer because it will benefit students who are interested in STEM. The Gatesville community has two industries that employ engineers. They are the Texas Department of Transportation area Engineer and Maintenance Facility and Laerdal, which is a medical plastics company that builds life saving manikins. Health Science Technology has two occupations that rank in the top 25 in the Central Texas Region. Registered nurses rank number one and Licensed Vocational Nurse rank number fourteen. The Gatesville community has a local hospital, medical clinics, rest homes, and a rehabilitation facility that employs a number of health care professionals.

Gatesville ISD has ongoing communication and plans activities in partnership with the City of Gatesville and the city manager. The District Education Improvement Committee which has members from the community that represent parents, business leaders, and school representatives built a Portrait of a Graduate. What skills should a student from Gatesville ISD have in order to be college or career ready?

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Click and type here to enter response.

<b>Health Science Technology - Certifications: Certified Nurse Aide, Pharmacy Tech, Phlebotomy Tech</b>				
<input type="radio"/> Principles of Health Science	<input type="radio"/> Medical Terminology	<input type="radio"/> Health Science Theory Pharmacology	<input type="radio"/> Practicum in Health Science Health Science Theory & Health Science Clinical	

Project in Collaboration with partner organizations – Gatesville ISD will partner with Hillside Medical Lodge. Hillside is a rehabilitation facility that employs 45 Certified Nurse Aides. They have identified a need and have a shortage in this area. We will partner with them to help certify our students who participate in the Health Science Technology career cluster.

Gatesville ISD will commit to entering an agreement with Hillside Medical Lodge. They have committed to providing learning opportunities and job experiences to our students. They have also committed to helping with the curriculum in preparing our students for the Certified Nurse Aide Exam.

Course Progression9<sup>th</sup> grade – Principles of Health Science10<sup>th</sup> grade – Medical Terminology11<sup>th</sup> grade – Health Science Theory or Pharmacology12<sup>th</sup> grade – Practicum in Health Science or Health Science Theory & Health Science Clinical**For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Click and type here to enter response.

Sample Crosswalk that identifies postsecondary coursework – Gatesville ISD partners with Central Texas College – All 4 programs lead to an associates degree, industry certification. Students may then transfer to a 4 year university to receive a bachelor's degree.

- a. Architecture and Construction - To indicate statewide articulated courses on a student's AAR, use special course explanation code "A". Courses in an articulated coherent sequence may be taken at any grade level (9-12) as long as the final course in the articulated coherent sequence is taken in grade 11 or 12. • Courses taken in the eighth grade (8th ) will not be eligible for Advanced Technical Credit • All high school courses must include enhanced content equivalent to the college courses indicated, and are a minimum of one (1) high school credit unless otherwise noted. • Teachers approved for ATC courses must hold a baccalaureate degree in the teaching discipline, or a minimum of an associate degree and demonstrated competencies directly related to the subject area to fulfill SACSCOC requirements. High School Course College WECM Equivalent Interior Design (1 credit) (INTERDSN) 13004300 Enhancement: Discuss the scope of interior design profession. Fundamentals of Interior Design INDS 1311 or INDS 1411 (INDS 1011 CEU) Course Outcomes: Describe and apply elements and principles of design; discuss the scope of the interior design profession; describe the interior design problem-solving process; and identify design quality. Construction Technology (1 credit) (CONSTECH) 13005100 Enhancements: Scale prints with architectural and engineering scales. Interpret a set of construction contract documents. Architectural Blueprint Reading DFTG 1215 or 1315, (DFTG 1015 CEU) Course Outcomes: Identify the importance and use of construction prints; identify the symbols, terminology, and standard abbreviations; explain the sequence of drawing organization; make the calculations and measurements relative to construction; and interpret construction drawings and scales. OR Residential and Light Commercial Blueprint Reading CNBT 1300, (CNBT 1000 CEU) Course Outcomes: Scale prints with architectural and engineering scales; identify construction blueprint symbols and abbreviations; interpret a set of construction contract documents; and correlate elevations, sections, details, plan views, schedules, and general notes. 15 10/14/2014 Advanced Construction Technology (1 credit) (ADVCONST) 13005200 Required Prerequisite: Construction Technology (1 credit) (CONSTECH) 13005100 Enhancements: Demonstrate safety practices and procedures. Construction Technology I CNBT 1316, or (CNBT 1016 CEU) Course Outcomes: Explain safety practices and procedures; demonstrate use of tools and equipment; estimate material requirements from blueprints; and demonstrate proper methods and techniques used in various types of site preparation and foundations. Principles of Architecture and Construction (1 credit) (PRINARCH) 13004200 Enhancement: Describe green and sustainable building practices and standards. Introduction to the Construction Industry CNBT 1301, (CNBT 1001) Course Outcomes: Identify types of construction and organizational structures; explain purposes for various construction documents; describe the responsibilities of the construction office and field operations; identify environmental health and safety agency requirements; identify the various construction crafts and trades; and describe green and sustainable building practices and standards. Architectural Design (1 credit) (ARCHDSN) 13004600 Architectural Drafting – Residential DFTG 1317 or 1417, (DFTG 1017 CEU) Course Outcomes: Utilize architectural terms, symbols, residential construction materials, and processes to produce a set of residential construction drawings including site plan, floor plan, elevations, wall sections, schedules, details, and foundation plan using reference materials. Advanced Architectural Design (1 credit) (ADVARCH) 13004700 Architectural Drafting – Commercial DFTG 2328 or 2428 or (DFTG 2028 CEU) Course Outcomes: Apply commercial construction materials and processes; produce a set of commercial construction drawings including a site plan, floor plans, reflected ceiling plan, sections, elevations, schedules, and details. 16 10/14/2014 Construction Management (1credit) (CONSTMGT) 13004900 Enhancements: Apply green and sustainable building codes and standards.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Click and type here to enter response.

Project in Collaboration with partner organizations – Gatesville ISD will partner with Hillside Medical Lodge. Hillside is a rehabilitation facility that employs 45 Certified Nurse Aides. They have identified a need and have a shortage in this area. We will partner with them to help certify our students who participate in the Health Science Technology career cluster.

Gatesville ISD will also partner with Vision 2 Reality (V2R). V2R is a masonry company in Gatesville. They have identified along with the masonry association a shortage of masons within the construction industry.

Other organizations Gatesville ISD has partnered with are Coryell Memorial Hospital, Coryell Veterinary Clinic, Laerdal (Medical Plastics Company).

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Click and type here to enter response.

Gatesville ISD will commit to entering an agreement with Hillside Medical Lodge. They have committed to providing learning opportunities and job experiences to our students. They have also committed to helping with the curriculum in preparing our students for the Certified Nurse Aide Exam.

V2R Masonry and the masonry association have committed to providing curriculum and industry support to our students.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Click and type here to enter response.

**Sustainability plan****A. History/Background (Draw from your work in the Getting Ready section.)**

- a. Describe the community need that led to the initiation of this organization/program.
  - i. Gatesville ISD has identified in partnership with the DEIC and local workforce leaders and is focusing on four programs (Architecture & Construction, Animal Science, Engineering, Health Science Technology) in 2017-2018 that rank in the top 25 of occupations earning above the median wage of \$34,550 in the Central Texas Region according to [www.texascareercheck.com](http://www.texascareercheck.com). Carpenters rank 9<sup>th</sup>, First Line Supervisors of Construction Trades rank 13<sup>th</sup>, and Construction Managers rank 22<sup>nd</sup> in the Central Texas Region. The Gatesville Community has many opportunities for students to gain employment in the Construction industry. Farmers, ranchers, and other agricultural managers rank 4<sup>th</sup> in the Central Texas Region. Many of GUSD's students and their families currently work in this industry. We also have several veterinary clinics in the area where students can gain real-world experiences. Civil Engineers rank 25<sup>th</sup> in the Central Texas Region. Gatesville ISD believes this is an important area to offer because it will benefit students who are interested in STEM. The Gatesville community has two industries that employ engineers. They are the Texas Department of Transportation area Engineer and Maintenance Facility and Laerdal, which is a medical plastics company that builds life saving manikins. Health Science Technology has two occupations that rank in the top 25 in the Central Texas Region. Registered nurses rank number one and Licensed Vocational Nurse rank number fourteen. The Gatesville community has a local hospital, medical clinics, rest homes, and a rehabilitation facility that employs a number of health care professionals.
- b. Provide a brief summary of your program and the outcomes you have achieved.
  - i. Gatesville ISD now offers 11 career clusters that end in a capstone course (practicum) and industry certification. We have recently upgraded our Welding cluster to meet industry standards.
- c. Discuss the sustained impacts of your efforts.
  - i. Almost every student in high school is enrolled in a coherent sequence of courses in a career cluster. Students now have more opportunities for industry certification.
- d. Describe program activities you will continue.
  - i. We will continue all career clusters in Gatesville ISD. We now offer Animal Science, Horticulture, Architecture & Construction, Welding, Automotive Technology, Business Management, Graphic Design, Culinary, Human Services, Engineering, and Health Science.
- e. Provide justification for their continuation.
  - i. As a school district and community we have identified these pathways as most important in our area. Relevant and real-world learning opportunities keep students in school. Students involved in CTE courses are significantly more likely to develop problem-solving, project completion, research, communication, time management and critical thinking skills during high school.

**B. Program Structure****For TEA Use Only**

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Click and type here to enter response.

**Welding**

- AWS D1.1 Structural Steel American Welding Society
- AWS D9.1 Sheet Metal Welding American Welding Society
- AWS SENSE Welding Level 1 American Welding Society

**Architecture & Construction**

- NCCER Carpentry Level I National Center for Construction Education and Research
- NCCER Construction Technology Certification Level I National Center for Construction Education and Research
- NCCER Core Level I National Center for Construction Education and Research
- NCCER Masonry Level I National Center for Construction Education and Research
- NCCER Millwright Level I National Center for Construction Education and Research
- NCCER Painting Level I National Center for Construction Education and Research
- NCCER Weatherization Level I National Center for Construction Education and Research

**Health Science**

- Certified Nurse Aide/Assistant Texas Department of Aging and Disability Services
- Pharmacy Technician
- Phlebotomy Technician National Healthcare Association/TX - DAD-SWTJC H

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 050-902

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Click and type here to enter response.

Labor market projections by the Texas Workforce Commission indicate Texas will experience a 20% growth in employment opportunities over the next decade. Many of these jobs will require training beyond the basic education received in a traditional high school setting and analysts believe about half of these new jobs will go unfilled because too many prospective employees will lack the skills needed to succeed in the 21st century workplace.

The main goal of the existing GISD CTE program is to prepare students to pursue a postsecondary education, enter the military, or earn a high skill, high wage, high demand job upon completion of high school. Awarding a Perkins Reserve Grant would complement these existing programs by allowing the school to upgrade facilities and equipment to meet current program industry standards. Much of the equipment in these programs is over 20 years old and does not meet current industry standards.

Current graduates are at a competitive disadvantage because they are not being trained on industry standard equipment. Using the Perkins Reserve Grant to update and upgrade equipment would help level the playing field for GHS graduates.

Current program facilities and infrastructure are not designed to effectively serve special population and non-traditional CTE students. Improving program access for all student populations is important to GISD and the Perkins Reserve Grant would complement school improvement efforts.

CTE learning programs benefit students, schools, businesses, and communities. The Perkins Reserve Grant will benefit all of Gatesville by helping GHS prepare graduates to succeed beyond high school.

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By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 050-902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 050-902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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